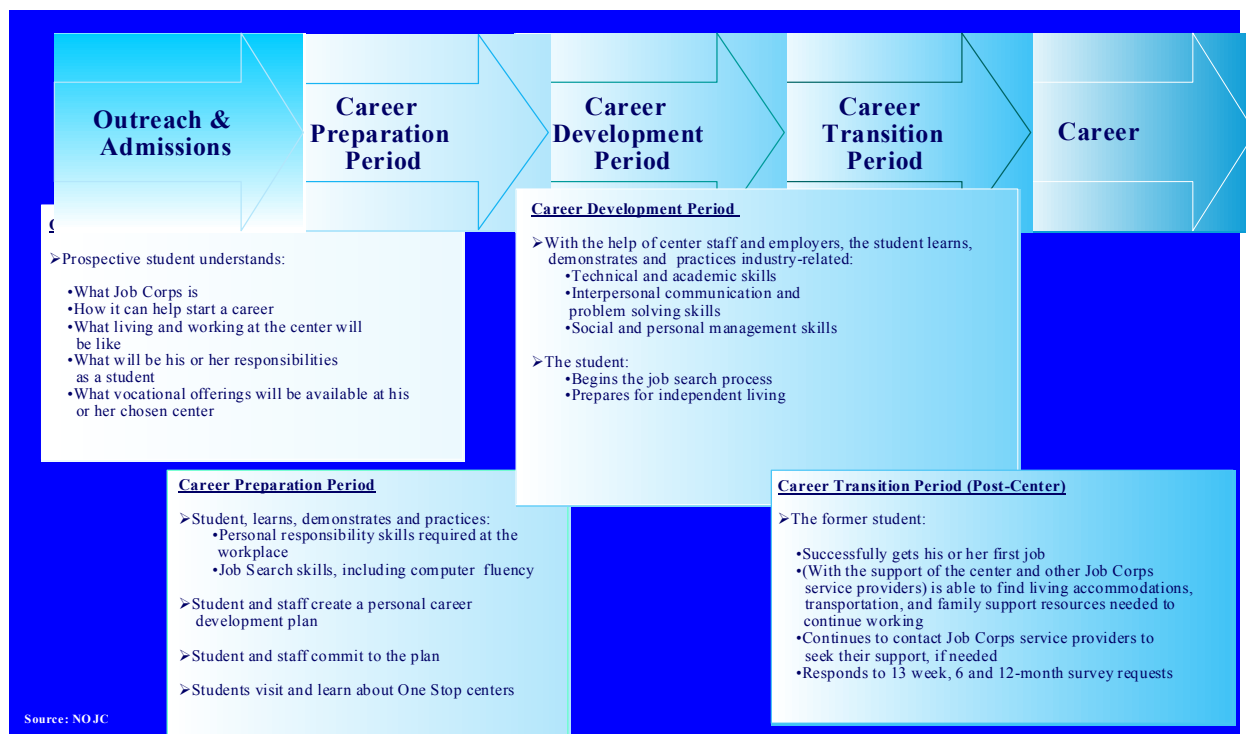


DENVER REGIONAL OFFICE OF JOB CORPS

Career Development Services System An Overview for Centers and Contractors



September, 2003

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Acronyms and Terminology in Job Corps and CDSS

CDSS	Career Development Services System
CD	Center Director
CDM	Career Development Manager
CDS	Career Development Specialists (OA Counselors)
OA	Outreach and Admissions
CPP	Career Preparation Period
CDP	Career Development Period
CTP/CTS	Career Transition Period/Services
CTS	Career Transition Specialists
CMT	Career Management Team
JACS	Joint Action in Community Services
WICS	Women in Community Service
BCL	Business and Community Liaison
PCDP	Personal Career Development Plan
SPR	Social Policy Research Associates

Executive Summary

The Career Development Services System is a comprehensive approach to four major components of the Job Corps system: 1. Outreach and Admissions; 2. Career Preparation Period (the first sixty days of enrollment); 3. Career Development Period; 4. Career Transition Period (both on center and post center activities). In short, CDSS is a process that starts when students decide to enter Job Corps and ends when they have been employed for one year.

CDSS is a new and improved way for the Job Corps program to do business. The basic structure of the program, i.e. recruitment, retention, training and placement, has not changed. However, there has been significant modification to our language, our process, and our vision. The new Policy and Requirements Handbook is the main source of information and guidance, and it remains our "RULE" book. For any organization or team to be successful and effective, the players must understand, support and believe in the game plan. The Job Corps team will be stronger, more effective and viable utilizing our new game plan: the Career Development Services System. Those young people who decide to enter our program will experience even greater benefits under the new system. Staff will find it more rewarding to work with our Job Corps students within the framework of CDSS. Communities, businesses, parents and all of our other customers and partners will realize the added value of the Job Corps program as we move towards total implementation of CDSS.

Resisting change is a common human response that we all must battle in our careers and personal lives. CDSS is our future. Don't resist the change. Trust in our new game plan. The benefits and rewards are well worth the added effort. The final payoff will be better employment opportunities for our students and the attainment of lifelong career skills.

The Denver Regional Career Development Services Plan is in place to support and clarify the new PRH. In no instances will our plan contradict or change PRH policy. The main objective of our plan is to identify regional issues that may need special attention, to communicate regional vision, and to support national policy. The Denver CDSS plan is also to be utilized by the field for staff training and awareness as we implement and refine the Career Development Services System. Center CDSS plans should also reflect specific regional issues contained in this document.

I would now like to share with you the National Director's "three R's": **Return to Basics:** the building blocks to achieve maximum benefits for our youth and for the taxpayers' investment; **Reach Out to WIA Partners:** the efforts that fully integrate Job Corps into the larger workforce development system and that generate sustained employer and community support for Job Corps students; and **Recommit to All Students:** the actions that demonstrate our commitment to serve every student in Job Corps.

Finally, I will share with you my model of an effective approach to organizational change based on the "three I's": Integrity: have the integrity to support your team's new game plan; Initiative: take the initiative to implement the Career Development Services System; and Involvement: be involved in the process, and don't assume that it will "just happen". The regional mission is to provide the opportunity for our students and staff to succeed.

Greg Evans
Regional Director

Introduction

An Overview of the Denver Region

A. Structure and Organization

❑ Centers, Contractors and Geographical Area

The six states served by the Denver Regional Office are currently home to eight Job Corps centers with some 2,900 student employees. Five centers are civilian conservation centers: Anaconda, Boxelder, Collbran, Trapper Creek and Weber Basin. Clearfield JCC is operated by Management Training Corporation (MTC); Burdick is run by Minact Corporation; and Kicking Horse is operated under a sole-source contract with the Salish-Kootenai Tribe. Across the region, five contractors maintain OA/CTS services: Burdick JCC serves North Dakota; the South Dakota Dept. of Labor serves its own state; DESI has the combined Utah-Montana contract; and RCI, Inc. serves the Colorado-Wyoming area.

OA/CTS efforts are challenged by geography. Only centers in Colorado, North Dakota, and South Dakota can meet the Job Corps in-state population requirement. Wyoming, lacking its own JCC, finds its applicants dispersed across the region. Colorado and Utah have populations of four and two million respectively, while the region's other four states combined have a population of less than three million. Clearfield, with 1,320 beds, accepts students from 13 states and even shares its Utah enrollees with neighboring Weber Basin. Sparsely populated Montana enjoys three centers while the more populous Colorado boasts only one. Adding to the region's complexity, Kicking Horse JCC recruits solely from Native American populations, and does so nationwide.

Job Corps Centers: The 6-state Denver Region has 8 Job Corps centers, of which 5 are civilian conservation centers and 3 are contractor operated centers. The centers are distributed across the states as follows:

- ❑ Utah (2) - Weber Basin, Clearfield
- ❑ Colorado (1) - Collbran
- ❑ North Dakota (1) - Burdick
- ❑ South Dakota (1) - Boxelder
- ❑ Montana (3) Trapper Creek, Kicking Horse, Anaconda
- ❑ Wyoming (0)

Outreach/Admissions/Career Transition Service Providers: The Region uses combined OA/CTS contracts to serve its admissions and post-center services. The contracts cover the following geographic areas:

- ❑ Utah/Montana: DESI
- ❑ Colorado/Wyoming: RCI
- ❑ North Dakota: Burdick JCC
- ❑ South Dakota: South Dakota Department of Labor
- ❑ Kicking Horse JCC serves as its own OA/CTS contractor (with a multi-state client base).

Support Service Contractors: The Denver Region uses its nationally-contracted support services contractors, JACS and WICS, to provide on-center and post-center support services to students.

National Training Contractors: The Region involves its National Training Contractors, who provide on-center vocational training, and IWEP in provision of post-center services to graduates and former enrollees.

B. Roles and Responsibilities under CDSS

CDSS involves all staff in the Job Corps continuum, from the initial encounter with an AC through the 12 month CTS placement verification. In the Denver Region, we see the Career Management Team on center as the nexus, the focal point for employability and coordination of center employability efforts with or on behalf of the student. To this end, each center must assemble its own team to meet its particular challenges and daily issues; but each team must ensure, under the guidance of the center director, that (1) a continuum of services is in place across CDSS and that (2) a defined system is in place to monitor the continuum and the quality of service-provision therein.

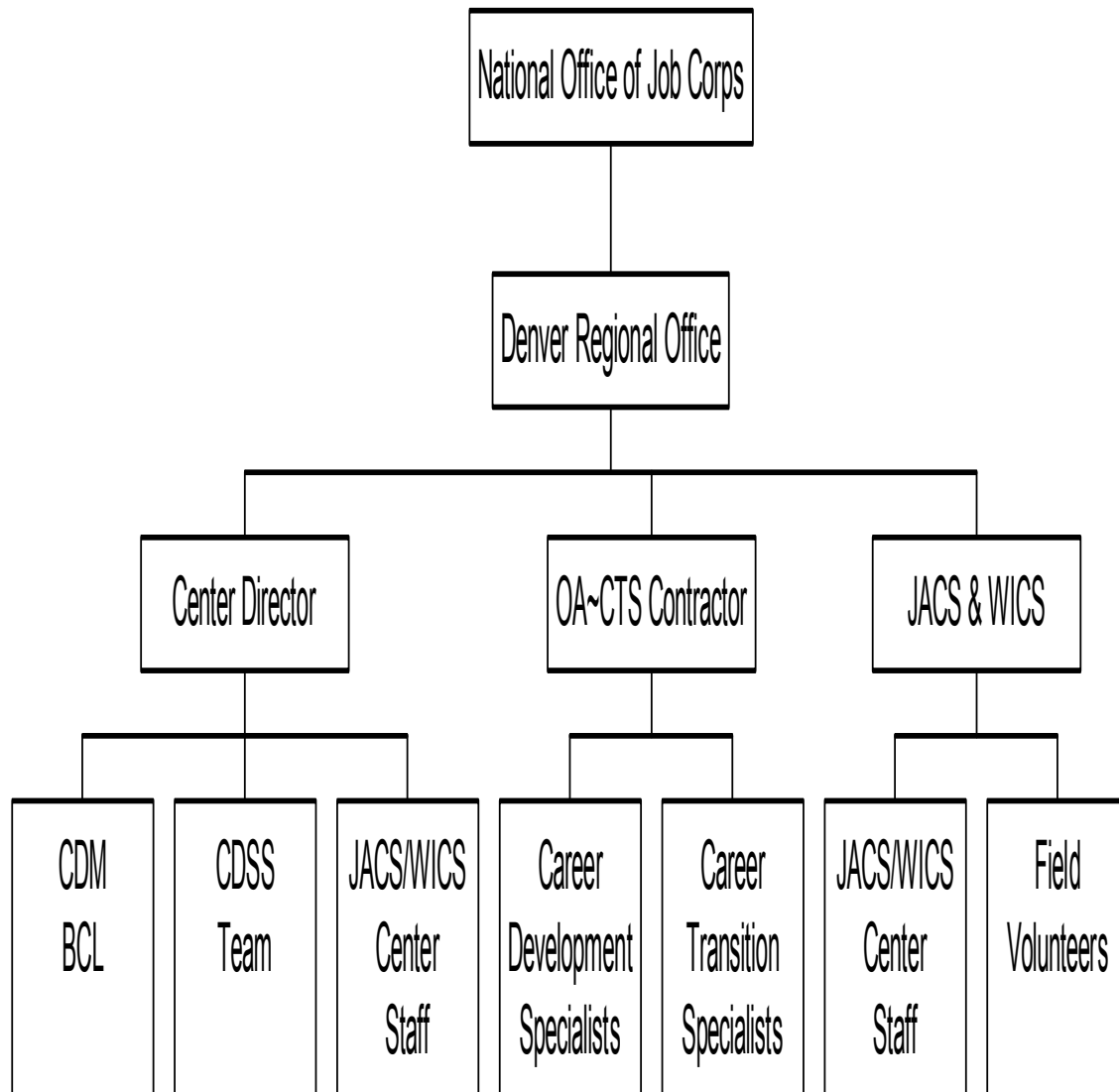
1. Career Development Specialists are responsible for OA/Outreach and Admissions. They shall locate, educate, and motivate potential student employees to enroll in Job Corps.
2. Career Development Managers, 1 per center, are employed by OA/CTS contractors to coordinate a CDSS team on center and to maintain a link across OA, CPP, CDP, and CTP.
3. **Career Transition Specialists shall assist** Job Corps students with a successful transition to life and work post center.
4. The Center Director, Business and Community Liaison, Career Development Manager, Industry Council representatives, and CDSS team are responsible for the seamless flow of student-oriented services from OA through CTP.
5. A unit of service in Introduction to Center Life will be delivered by a JACS or WICS 0.5 FTE per center. (Curricula have been designed by JACS and WICS to this end.)

C. Regional CDSS Required Elements

- ☐ The center plan must include: (1) types of new information available and communicated to ACs for new applicants, to include an overview of CPP and its intensive employability focus; (2) how this information will be conveyed and updated; (3) how industry councils are being formed and maintained, and the joint role of center staff and OA/CTS staff on such councils; (4) linkages with local on-stops.
- ☐ OA/CTS contractors must utilize available one-stops and WIA partners in meeting pre- and post-enrollment needs; and their annual plans must define the linkages and how such services will be made available to all. The student's Employability Portfolio must contain this information. Contractors must also define how they contextualize CPP in terms of long-term employability and list what CDSS-oriented materials are used during OA. How is the PCDP defined and explained?
- ☐ Employability Portfolio for each student to include an electronic resume;
- ☐ Unit of CPP to be delivered by JACS or WICS 0.5 FTE under guidance of CD and/or CDM;
- ☐ Co-assignment of 'higher risk' Region 4 graduates to both Career Transition Specialists and JACS/WICS field volunteers for job retention and other CTP-specific purposes;
- ☐ Students entering the Denver Region from beyond: same services as Denver Region Students;
- ☐ Full compliance with PRH, 2001;
- ☐ The center CDSS plan must "connect the dots" and define how, across departments, and in conjunction with OA and CTP staff, seamless services can be delivered;

- ❑ The center plan must define how student retention will be enhanced via CDSS and how staff training and retention will be strengthened.
- ❑ The center director and OA/CTS directors must ensure that all staff become and remain current with CDSS practices, modules, and IT curricula developments via the www.jccdr.org web site. The staff training plan (submitted as part of the 2004 CDSS plan by April 1, 200) shall include a schedule for orientation of new staff and ongoing education of current staff in this area.
- ❑ Arranging staff schedules to adequately address the issues that arise from a highly individualized approach to employability and career planning.

D. The Administrative Structure of CDSS, Denver Region



PRH Chapter 1 Outreach/Admissions

Outreach/Admissions staff **shall** create networks with youth development agencies and community organizations, including one-stops, to share Job Corps' career development focus and reach prospective students. CDSS begins at a young person's first contact with Job Corps through the admissions process, where applicants learn how Job Corps can assist them in selecting and acquiring training in careers that are appropriate for today's work force. O/A staff **shall** work with applicants to determine their enrollment readiness, connect them with a local one-stop, provide them with specific information about the center of assignment, and work with center staff to ensure eligible applicants are fully prepared for successful enrollment. Labor market information must be used during the interview and CPP process, and the utilization documented. How did LMI influence the choice of vocation(s)?

1.1 OUTREACH

REGIONAL REQUIREMENTS

P.2 OA contractors, each with individual goals, fuel the eight Job Corps centers. Career Development Specialists **shall** emphasize employability as the end-goal of Job Corps during initial interviews with applicants and family members, while stressing the following realities about center life:

- ☐ Job Corps consists of educational, vocational, and social skills training;
- ☐ Employment and career development are the primary focus of Job Corps;
- ☐ Individualized goals, both professional and personal, are constantly set, reviewed and met;
- ☐ Recreational programs and SST serve to enhance the communication and interpersonal skills that new arrivals often lack and that life after Job Corps will demand.

Per WIA, students shall be referred to the nearest Job Corps center whenever possible. (This does not apply to Clearfield since it must draw its 1,320 students from across the Denver Region and beyond; nor does it apply to Kicking Horse, which draws its Native American population from across the country.)

Career Development Specialists shall visit centers periodically and shall maintain a log of current OBS status and trade openings by center.

Job Corps shall not be 'oversold' during screening but shall, rather, be presented based on its actual strengths: Each center is unique in its own right; and all sites offer training, education, and employment resources in a setting that is safe, student-friendly and well-equipped. Disciplinary procedures, the appeals' process, dress code, student leave and salary shall be explained at this stage, as shall current labor market information for both the center's region and the applicant's stated destination(s) post Job Corps – a critical tool in helping students choose a vocation in CPP and a location in CTP.

R1. Outreach/Public Education Plans

- a. In addition to the minimum requirements in PRH 1.1, R1, contractor plans will describe in detail current and new collaborations with other entities and highlight the coordination of the outreach/public education plans with those entities.
- d. A description of materials for dissemination to external agencies and potential students must be included. What materials does OA staff provide to explain CPP, the Introduction to Center Life, and the PCDP to potential students?

R5. Partnerships and Linkages

Every effort shall be made by contractors to be involved in local and State Workforce Investment activities and to ensure that Job Corps is listed as an eligible training provider in the State system.

R7. Industry Council

c. The Industry Council

“The Industry Council ...shall meet at least once every six months...”, The meetings **shall** be scheduled so as to provide timely recommendations to the Regional Office concerning changes in vocational offerings, upgrades and modernization requests, and actions for trades on probation.

R9. Community Projects

Centers shall insure that participation in community based projects and volunteer opportunities is structured in such a way that skills to be learned/practiced are clearly outlined and clearly related to students' Personal Career Development Plans.

1.2 ELIGIBILITY DETERMINATION AND SCREENING FACTORS

REGIONAL REQUIREMENTS

R4. Additional factors for Student Selection

2. OA staff must ensure that “There is a reasonable expectation that the applicant can participate successfully in group situations and activities, and is not likely to engage in behavior that would prevent other students from receiving the benefit of the Job Corps program....” OA contractors must define in the OA plan the training plan for recruitment staff. The training plan must address:

- ☐ ADA & HIPPA: how they relate to Job Corps;
- ☐ What types of student cannot reasonably be accommodated;
- ☐ What types of referrals can be made for ineligible candidates;
- ☐ Adequate background checks on juveniles;
- ☐ Adequate mental or physical health information.

1.6 ENROLLMENT READINESS

REGIONAL REQUIREMENTS

R1. Pre-Enrollment Needs

- a. O/A staff will make every effort to register/co-enroll applicants in the State one-stop system.
- b. The Career Development Specialist must provide a Student Handbook for the chosen center during the application and interview process.
- c. Where a mental health history is indicated, information sent to the center in the student folder by OA staff should be accurate, sufficient and recent. (For example, a mental health/drug-alcohol evaluation that is six months old will trigger either a request by the center for a current evaluation or a denial of the application.)

- d. A background check in the applicant's home jurisdiction must be provided with the application. This should be requested by the ACs, not the applicant, and the court papers must be included in the folder. Convictions or adjudications must be explained by the applicant and the explanations documented by the CDS.
- e. **Labor market information shall be used in discussing vocational options, choice of center, and the transition to career after Job Corps. Admissions and recruitment personnel should document the use of LMI on the ACAT, and document how the vocational choice relates to actual job opportunities in the labor market the student wishes to return to.**

R5. Ticket Recovery

OA contractors are responsible for unused tickets and the funds attached to such tickets. On a monthly basis, OA Directors must supply to the Regional Office a list of student names for the previous month that details unused tickets and whether funds have been recovered or not.

Quality Indicator(s)

- Q1. Does the applicant understand the focus on work and the purpose/extent of CPP?
- Q2. Has the OA counselor explained the standards of conduct and ZT policies in detail?
- Q3. Has the OA counselor documented the applicant's work history and work-related problems?
- Q4. Has the OA counselor outlined the initial PCDP process and the Employability Portfolio?
- Q5. Has the OA counselor selected the best center to meet student needs and, where possible and appropriate, the closest center to the applicant's home?
- Q6. Does the folder contain up-to-date, complete and relevant information on the applicant for center review purposes?
- Q7. Does the applicant understand why it is important to both complete at least one trade and secure, where needed, a GED or high school diploma while on center?
- Q8. Long-term planning: Does the applicant understand the opportunities for advanced training and education through Job Corps?

PRH Chapter 2

Career Preparation Period

Center staff and students welcome new students and help them acclimate to center life. During their first 60 days of enrollment, new students work with staff to identify their needs and interests, and receive personal counseling to identify any problems or issues which need to be resolved so that they can focus on their career development activities. New students begin the career exploration and planning process resulting in a Personal Career Development Plan (PCDP) which serves as a blueprint for all of their Job Corps experiences. Students learn basic social, employability and information technology skills, receive instruction enabling them to obtain a learner's permit, and visit local one-stop centers. Staff work with students to select a mix of career development activities based on individual progress and readiness to participate.

CPP involves an individualized approach to each new arrival. An assessment of academic, vocational and career needs must quickly lead to an individualized student plan that will change as the student grows and enters CDP. This means, in turn, that the student's needs come first – as should be reflected in staff scheduling and center-wide innovations and flexibility. A generic response to 'the typical student' will not suffice. Annual reviews and monitoring trips by Regional Office staff will evaluate centers in this area.

2.1 CENTER PLAN

REGIONAL REQUIREMENTS

R1. Center Career Preparation Plan

The Center Director, CDSS team, and all staff must ensure that students do not 'burn out' and lose interest in Job Corps during this extensive and intensive training period that includes, but goes far beyond, initial orientation. Each center's CDSS plan must include a structured organizational plan and organizational chart for CPP that details content, flow, and lines of responsibility within the 0-60 day period. (The old 'Orientation' model for the region, with one staff person assigned to the new arrivals, will not suffice. Center plans must list those staff members and resources assigned wholly or in part to CPP.)

- a. Centers will submit an annual CDSS plan by August 15, 2001, and by July 1 of each year thereafter.
- b. Plans shall clearly describe how the center Career Preparation Period will provide for the individualized training needs of each student in order to adequately prepare him/her for full program participation.
- c. Additionally, center plans will follow 2.1, R.1c of the PRH.
- d. Additionally, center plans will address the following issues.
 1. How will individual assessment lead to individualized services, to what services, and from whom?
 2. How will staffing be reconfigured to meet the new demands of CPP? List the changes.
 3. How will every student will be exposed to the "real world of work" in CPP? Detail employer involvement, field trips, mentoring, job shadowing.
 4. How will OA remain involved with students?
 5. How will the one-stop referral process work for those on center less than 60 days?

2.2 INTRODUCTION TO CENTER LIFE

REGIONAL REQUIREMENTS

All students will begin learning and practicing the required Job Corps employability skills, to include dressing appropriately for work, being on time, responding to supervision, following directions, listening effectively, and accessing information both manually and electronically. New students should also be introduced to labor market information concerning the area they plan to work in, and each training unit should reflect employability values across curricula and vocations. The Student Evaluation Panel, for example, should constantly return to the following questions: "Do you have a plan?" and "How will you achieve this plan?" When selecting a vocation, electronic LMI should be actively employed. Centers must remain flexible in identifying and catering to the individual needs and learning styles of a diverse student body.

R.1 Required Activities

- a. OA counselors must ensure that there is a smooth transition for the individual student from home location to center, from OA to CPP; that new students, pre-arrival, fully understand the importance of labor market information and the need for an extensive Introduction to Center Life that includes career development immersion.
- b. Centers shall ensure that new arrivals feel welcome, that they understand the need for an extensive CPP, and that both the Employability Portfolio and Personal Career Development Plan/ePCDP are explained in detail.
- c. Center staff will ensure that students complete CPP before advancing to CDP.
- d. **A JACS or WICS center staff person will deliver one unit only of CPP to all students. (At Clearfield, with both a JACS and WICS counselor, each staff person will deliver one unit of CPP.) The content of this unit shall meet with center director approval and shall address a center training need in CPP/Introduction to Student and Center Life.**

2.3 STUDENT ASSESSMENT

REGIONAL REQUIREMENTS

R1. Assessing Each Student's Needs and Interests

In addition to minimum requirements, center staff will identify services and staff to meet the student's individual needs, problems, barriers and issues. Student files must document not only assessment and referrals but follow-up by those to whom the student was referred.

- c. Individual assessment by center counselors should include an initial review of the PCDP and an initial review of post center options/goals. This should be documented in counseling and be an ongoing area for review.

Center Career Development Plans must define how a battery of initial assessments and evaluations can be assimilated into one cohesive plan for student and staff.

The Employability Portfolio must be created in collaboration with the student and as a result of adequate assessment of career goals, personal goals, and transitional needs.

R2. Results of Student Assessments

- b. What computer and IT skills does the student need in the short-term and how will these needs be met, by whom, and in what time frame?
- c. What level of support does the new arrival need in the area of job search techniques? How will these needs be met, by whom, and in what time frame?

2.4 PERSONAL COUNSELING

REGIONAL REQUIREMENTS

- R2. Personal Counseling Services
 - a. Counselors must be available on weekends and after work for student employees to access their services. Counselor schedules will be altered where necessary to ensure accessibility.
 - b. PCDP should be an ongoing tool and reference point in counseling.

2.5 STUDENT CAREER PLANNING

REGIONAL REQUIREMENTS

- R1. Students shall visit a one-stop center within CPP if one is close to the center and also be provided with information on the one-stop center closest to their destination(s) after Job Corps. Centers should incorporate utilization of OneStops into CPP curricula.
- R2. Student Personal Career Development Plan and Employability Portfolio

The PCDP should be a living document undertaken on day one that leads to a career. Additionally, the Employability Portfolio must contain: (1) an active, hard-copy and electronic resume based on relevant LMI by destination(s) and vocation(s); (2) Goals for life after Job Corps and short-term center goals - to be documented regularly by teachers and counselors alike. (These evaluations should also be documented.)
- R3. Assignment to a Vocational Training Program

Centers should assign students to a vocation no later than 60 days after arrival - by the end of CPP. Should a student be deemed ready for such assignment and complete CPP ahead of schedule, the student may be allowed to transition into CDP and the reasons for early assignment documented.

2.8 CAREER DEVELOPMENT READINESS

REGIONAL REQUIREMENTS

- R1. Evaluation

The Center Director will assemble a Career Management Team to coordinate CDSS. The team should include the CDM, representatives from the CPP staff, BCL, CSO, counselors, JACS & WICS on-center personnel, as well as academic, vocational and union representatives. A cross-section of staff must be in place to ensure cross-center communication of problems and decisions. The Center Director and CDM must ensure that CPP prepares the new arrival for both the Career Development Period and, ultimately, a job. The team should meet weekly, at a minimum.

Quality Indicator(s)

- Q1. Does the student have an up-to-date Employability Portfolio that includes an electronic and hard copy resume, short- and long-range goals, and a post-center survival plan?
- Q2. Can the student explain his or her vocational choice using LMI?
- Q3. Can the student explain SST and its relevance to employability?
- Q4. Can the student explain the importance of both [dual-] trade completion and GED/diploma attainment - that is, why graduation from Job Corps is important?

PRH Chapter 3

Career Development Period

Students pursue their career goals through academic, vocational, social and independent living skills on-center and continue to develop information technology and employability skills related to their career goals. They learn and practice skills, including communication and customer service, at actual work sites under the direction of Job Corps' employer partners. In addition, students learn how to identify and access support services needed to live independently and begin the job search process by connecting with Career Transition staff who will assist them in making a smooth transition from center life to a career.

3.1 CAREER DEVELOPMENT PLAN

REGIONAL REQUIREMENTS

R1. Career Development Plan

- a. The centers shall provide a Career Development Plan within CDSS plans on an annual basis. Plans shall clearly describe how the center career development services system will provide individualized training options for each student that support skills' development and achievement of short and long-term goals.
- b. In addition to the minimum required by the Policy and Requirements Handbook, the Career Development Plan for Denver Region centers shall describe:
 1. How LMI and Industry Council information will be used to shape curricula and center policy.
 2. The role of the CDM and how that position creates a bridge across the Job Corps experience from OA through CTP.
 3. How the new CDSS support network and the Career Management Team will provide an individualized array of services for each student.
 4. How center- and work-based learning will be arranged and scheduled to accommodate the student's needs and enhance his/her skills and employability.
 5. How applied academics will be just that: an application of the work world to classroom activities.
 6. How work-based learning sites will be developed and nurtured.
 7. What steps will be taken to encourage independent living skills in residential living areas.
 8. What linkages will be forged between contractor CTS staff and CDP staff (instructors, teachers, counselors) in order to better prepare student and CTS staff before separation.
 9. **All-staff training plans for the following topics: (a) CDSS education; (b) IT immersion.**

c.2 Organization within the Career Development Plan

The Center Director oversees the Career Development Manager, Business Community Liaison, and the Career Management Team.

The Career Development Manager coordinates career-related activities with a focus on placement outcomes. Thus the CDM is the link between CDSS on center and placement staff, between the separating student and job retention.

The Career Management Team coordinates employability on center and generates a monthly list of 'higher risk graduates' who will be co-assigned to placers and JACS/WICS volunteers.

3h. How will utilization of the PCDP and Employability Portfolio be monitored and tracked?

3i. How will the PCDP and Employability Portfolio in CDP illustrate that the student is ready for CTS?

3.2 ADMINISTRATION AND MANAGEMENT OF CAREER DEVELOPMENT SERVICES

Center CDSS plans must explain in detail how communication across departments is achieved, maintained and improved. For example, how do counselors and vocational instructors exchange progress notes on a student? How does mental health talk to physical health on center to share information, limit information, and coordinate services ?

Work-based learning is a critical part of the Job Corps experience for all students, and the PCDP should contain accurate records, employer references and other materials that indicate 'real world' experience on- and off-center. The BCL, CDM, Career Management Team, and center director should ensure that the Industry Council plays an active, ongoing role in shaping the content of academic and vocational work; and trades should regularly be evaluated using center-specific and regional employment data.

REGIONAL REQUIREMENTS

R1. Managing the Learning Environment

Center management will ensure that all staff members understand the PRH and the significant change that CDSS represents for Job Corps; that all minimum requirements are met; that employability is the primary focus for all staff working directly or indirectly with student employees.

3.3 PERSONAL AND CAREER COUNSELING

REGIONAL REQUIREMENTS

Centers must define in their CDSS plans how career and personal counseling share information, limit information, and promote the individual students PCDP and long-term goals. An 'information loop' must exist and must also be defined. For example, if a career counselor refers a student for mental health treatment, both the referral and the follow-up must be documented in the student file. How can this 'loop' be achieved?

3.4 STUDENT STANDARDS OF CONDUCT

REGIONAL REQUIREMENTS

P1. Centers shall replicate the professional work environment as closely as possible. A professional

dress code must be enforced during work hours; and an acceptable level of dress must be upheld in residential living and during non-work hours that prohibits gang attire, 'sagging' and other potentially divisive or dangerous 'fashion statements'. (In addition to PRH 6.5, R4., the center's student handbook must unequivocally define and detail what is and is not acceptable on center in this area.)

3.5 EVALUATION OF STUDENT PROGRESS

REGIONAL REQUIREMENTS

R1. Student evaluations must take place at least every 60 days. Additionally, such evaluation panels must include:

- a. A review of current, changing, long- and short-term goals;
- b. PCDP updates and review;
- c. Where appropriate, a status check on student performance in work-based learning assignments.

Quality Indicator(s)

- Q1. Do separating students have a portfolio, resume, LMI, and an exit strategy?
- Q2. Can students demonstrate and verbalize for a future employer a working knowledge of their skills and attainments, of their vocational and academic progress to date?
- Q3. Can separating students define what additional training and education they will require to enhance their careers?
- Q4. Do students have a back-up plan?
- Q5. If a student is assigned to JACS or WICS, can he or she describe the contact process? How can the student contact OA/CTS post center?
- Q6. Does the student understand, in detail, how to stay in touch with Job Corps after leaving the center? What is the process for 12 months of contact, and why does this benefit the student?

PRH, Chapter 4

Career Transition Period

Graduates **shall** work with Career Transition Specialists to find appropriate placements. For an additional 12 months following initial placement, Career Transition Specialists **shall** assist graduates in finding subsequent placements and connecting with the support services they need to stay employed and live independently. Former enrollees receive initial job placement assistance for up to 90 days following separation.

Job Corps graduates will begin receiving employability training in the Introduction to Center Life and then receive direct placement services and information at least six weeks prior to separation. An initial employability assessment will be conducted, and additional job-readiness tools - such as resumes and application packages - will be fine-tuned as the student progresses through CPP and then CDP. The PCDP and Employability Portfolio **shall** record such progression. Students will be evaluated by the CDM and CMT to determine what placement services are needed to facilitate a successful transition to work and post-center life.

The Denver Region's five OA/CTS contractors and eight centers, along with NTC agencies, are responsible for and funded to facilitate a smooth transition from center life and training to real life and employment – in a job training/career match, in the military, or via further education. OA/CTS contractors and JACS/WICS must submit a structured organizational plan and organizational chart for CTP that details flow and lines of responsibility within CTP for the 12-month post-center period.

The Career Development Manager coordinates career-related activities with a focus on placement outcomes. Thus the CDM is the link between CDSS on center and placement staff, between the separating student and job retention.

4.1 CAREER TRANSITION SERVICES PLAN

REGIONAL REQUIREMENTS

R1. Career Transition Services Plan

- a. Centers shall submit a CTS Plan by July 1 each year. OA/CTS contractors will submit the same for the coming year on the anniversary date of their contract. The center plan must include the process for one year of supplemental services as well as the plan to develop employer partnerships that will enhance placement activities and outcomes.
- c. In addition to the minimum required by the PRH, the center CTS plan must include:
 1. The role of the Career Management Team and CDM in arranging individualized post center services for graduates and former enrollees. How will the group identify and implement solutions to individual problems as students separate? How will this group monitor delivery of those services and ensure that they occur? How will this group interface with regional JACS and WICS directors to ensure that higher risk graduates receive volunteer matches in the field? How will the communication link between center CTS staff, Career Management Team and CTS contractors be maintained and monitored?
 2. Each center operator and career transition services contractor must define in detailed job descriptions (for those involved in CTS) how each staff member 'fits' within the CDSS/CTS continuum. How, for example, does a CTS contractor with placement and tracking responsibilities communicate with OA staff, with the CMT, and the CDM?

In addition to the descriptions required in the PRH, the plan will include:

- a. CTS contractors must outline the geographic regions served and the staffing patterns therein. How will CTS services be provided across the Denver Region, and by whom?
- b. Each OA/CTS contractor must also define the local work force investment areas and one-stop facilities by CTS provider. If not co-located at a one-stop, define the linkage between the local CTS staff person and the facility. How do Job Corps students avail of these services during CTS?
- c. **OA/CTS contractors must define in their respective plans how their CTS staff will interact with staff and students in CPP and CDP. These contractors must also define the linkages to NTC placement and transition services. How will CT regional contractors collaborate and communicate with NTCs where students are co-assigned?**
- d. Each CTS services contractor must ensure that Career Transition Specialists visit a Job Corps center at least twice a year, beginning January 1, 2002. The region encourages contractors to schedule staff training opportunities at Job Corps centers whenever possible.
- e. Coordination of efforts with one-stops, National Training Contractors and other post-center support contractors. Career Transition Services contractors are assigned the responsibility for developing a memorandum of understanding with the local one-stop career center or centers in their assigned workforce investment areas, as it relates to serving all Job Corps former enrollees and graduates. All memoranda of understanding shall be submitted as an appendix to the required career transition plan for 2002.

4.2 ELIGIBILITY FOR SERVICES

REGIONAL REQUIREMENTS

	ONE STOP	(OA)CTS SERVICES	(OA)CTS SERVICES	JACS & WICS FIELD VOLUNTEERS
	REFERRAL	3 MONTHS	12 MONTHS	12 MONTHS
Uncommitted	X			
Former enrollees	X	X		
Direct Placement Grad.	X	X	X	
Graduates	X	X	X	
Graduates (higher risk)	X	X	X	X

Student graduates in receipt of both CT and IWEP services in CTP are not eligible for JACS/WICS services in CTP.

R2. Eligibility for and Duration of Post Center Service Period

As part of the career transition plan, center operators must articulate the process for referring uncommitted students to a one-stop center or other service provider.

4.3 CAREER TRANSITION SERVICES FOR GRADUATES

REGIONAL REQUIREMENTS

In all cases, and prior to a student's departure, center operators shall contact the CTS provider in the geographic area where the student plans to relocate.

CTS contractors must comply with PRH 4.3, R1-R4.

R2. Contact

In order to encourage communication/relationship building, Career Transition Services contractors will receive transitional payment checks for those graduates who remain within the region. Career Transition Specialists will notify the graduate and enter any resulting information into the student's case notes.

R4. Transitional Support

In addition to PRH requirements, both (a) JACS/WICS and (b) CTS contractors must provide in their respective plans a joint-operating statement whereby Regional JACS and WICS staff will cooperate with CTS contractors to match higher-risk graduates with a JACS/WICS field volunteer for placement and transition issues. (Higher-risk graduates as assigned by the CMT: graduates who have many relocation/separation needs; who are hard to place; who may be hard to locate; who may be hard to track over 6 and 12 months. This population, once identified, will receive not only typical CTS/placement services but regular contacts by JACS or WICS volunteer in their home communities. JACS and WICS will then update/collaborate with CTS staff in tracking and assisting this population – a 'wrap-around services' approach.)

JACS and WICS will provide a monthly data report to Regional Office, CTS contractors, and CMT on center.

R 5 Relocations

Students entering the Denver CTS region from another Job Corps area will receive the same services as Denver students, including, where necessary, a volunteer match with a JACS or WICS volunteer. However, CTS service providers in the student's origination area must do the following:

- a. Contact the appropriate Denver regional CTS contractor and request services;
- b. Provide a current point of contact, current telephone number, and current address for the student;
- c. Call or fax the Denver Regional Office with the same information and a CTS contact in the point of origination;
- d. Complete all necessary transfer data into the CTS system before assigning the student to the Denver Region;
- e. Provide a point of contact at the student's Job Corps center to CTS contractor in the Denver region.

4.5 DOCUMENTATION, REPORTING AND VERIFICATION

REGIONAL REQUIREMENTS

R3. Verification

Job Corps students relocating to the Denver Region will receive those same services that our regional students receive. CTS staff beyond the region, however, must take the following steps in order to access services: Contact the appropriate CTS contractor with name, date of birth, telephone number, and accurate contact information; notify the Regional Office in Denver of the same.

Career Transition Specialists (OA/CTS staff) will maintain frequent contact with graduates, offer housing and transitional support services, provide job referrals in the student's home community, and ensure that separated Job Corps students remain connected to the labor market throughout the 12-month placement tracking period. These same students **shall** also be encouraged to complete the 6 and 12 month follow-up surveys. The OA/CTS contractor, however, will now perform such duties with the support and guidance of a multi-systemic CMT; and the separating student, now armed with a PCDP and Employment Portfolio, will be better equipped for initial job placement and long-term survival. Constant communication between CDM and Career Transition Specialists is vital to ongoing tracking.

In the field, a JACS or WICS volunteer will work with Career Development Specialists to monitor student location and employment status where a student has been co-assigned to both agencies by the CDSS Team.

CTP is a critical juncture for student and CDSS Team, for OA/CTS contractor and JACS & WICS alike. Efforts must be coordinated prior to student departure, and a simple, written plan developed *with* the student that is intelligible *to* the student. This plan **shall** be shared among all responsible parties and with the employer. Upon departure from the center, the student shall be contacted by the appropriate Career Transition Specialist and, where co-assigned, by a JACS or WICS field volunteer. (These personnel **shall** be in place and ready to assist the student before the student leaves the Job Corps center.)

Quality Indicators

- Q1. Is the separating student a trade completer with a GED and/or a high school diploma?
- Q2. Does the separating student have a realistic plan for short- and long-term survival?
- Q3. Does the separating student have a job and /or a job that is a training match?
- Q4. Can the separating student define available CT services and how to access them?
- Q5. Can the separating student explain separation pay and the graduate survey process?
- Q6. Does the separating student understand the value and importance of staying in touch with Job Corps and its CT service providers for at least one year?
- Q7. Does the student have access to the internet? Does the student plan/know how to stay in touch with center and CTS staff using technology?

PRH

Career

Job Corps graduates are entrenched in their career paths, with solid wages and upward mobility opportunities. They are self-sufficient and remain productive members of the workforce for years to come.

Appendix 1

Ideas and Innovations from the Field

Center/Source	Idea/Concept
Kicking Horse	Major residential and work areas maintain an erasable board that posts OMS outcomes and short and long-term post center measures.
Trapper Creek	P-PEPS have been replaced by a mentoring system. Student and mentor meet every other month for an in-depth CDE, Career Development Evaluation.
DOL	"Interest Profiler - A Tool for Career Exploration" "Work Importance Locator - A Tool for Career Exploration"
The FREEdLANCE Group, Inc.	"Back to Basics: Career Development 101"
Leonard Resource Group	"Implementing WIA: A Guide for the Denver and Kansas City Regions"
Quentin Burdick	Detailed 0-60 CPP plan
Boxelder	CDSS Staff Integration Plan
National Office of Job Corps	Job Corps Career Development Resource Center: http://www.jccdrcc.org/index.htm Details stages of development in CDSS; Details contents of PCDP.

Appendix 2 On-center Roles

Key Staff

- **The Center Director** - has ultimate responsibility for all CDSS-related activities on center and, consequently, oversees both center staff and all other contractor staff.
- **The OA/CTS Director** - has responsibility for OA and CTS activities on- and off-center.
- **The Career Management Team:** The center director will assemble this broad-based team to coordinate CDSS efforts; and the team should comprise, at a minimum, the Career Manager, orientation staff, counselors, on-center CDSS-CTS staff, the JACS & WICS Coordinator, an academic and vocational representative, and other parties. It will be the responsibility of the CDM to continuously assess the employability of students and select the appropriate interventions to correct behaviors that impede both initial placement and long-range employability. The CMT will share and act upon relevant information on every student, ensure that a JACS and WICS case load is generated where appropriate, and interface with placement staff to ensure that JACS and WICS volunteers have been assigned to that case load in the field. The CDSS team and Regional Office will receive a written, monthly performance report back from OA/CTS and JACS/WICS on their combined efforts.
- **The CDM** - reports to the center director, leads the center CDSS Team, and coordinates all student CDSS-related activities. This staff member, as an OA/CTS contract employee on center, provides the linkage between and across OA/CTS, CPP, and CTP.

JACS and WICS

The regional JACS' and WICS' Regional Directors will ensure that (i) a 0.5 FTE is attached to each center for a specific, CDSS-related training role in the first 0-60 day with the approval of center director and CDM; that (ii) the CDSS Team provides a regular case load of separating students to the JACS' or WICS' 0.5 FTE for distribution to volunteers and/or staff in the field; (iii) that coordination between contracted placement staff and assigned volunteers occurs where students are 'co-enrolled' in both systems; (iv) that monthly performance reports on such combined activities are generated back to the center's CDSS Team and to the Regional Director of Job Corps, DOL, Denver:

Appendix 2 (continued)**JACS AND WICS: Monthly Report
SAMPLE**

CPP				CTP		
1.	2.	3.	4.	5.	6.	7.
	STAFF HIRED?	CPP: # NEW ARRIVALS THIS MONTH	CPP: 0-60 days: number of students trained in CDS unit 0.5 fte:	CTP: Number of student graduates co- assigned by CDSS team	Student names	Volunteer assigned?
	(Enter: Y/N.)	(Enter #.)	(Enter #.)	(Enter #.)	(Enter names.)	(Enter: Y/N.)
ANACONDA		23	22	9	XXXXXX	Y:7 N: 2
BURDICK						
CLEARFIELD						
BOXELDER						
TRAPPER						
KICKING HORSE						
WEBER BASIN						
COLLBRAN						

This is a sample of the monthly report due to the Denver Regional Office and CDSS Team each month. This process began in April 2001, and the first quarter's data will be compiled in July 2001. This numeric report replaces all other reporting by JACS and/or WICS.

Job Corps Alumni Association

It is anticipated that the local Alumni Chapter will assist with CTP in collaboration with JACS' and WICS' staff and volunteers.

Appendix 3 Regional Contact List

Denver Regional Office of Job Corps Greg J. Evans, Director	303.844.1630 (main)	Denver Regional Office of Job Corps Anthony D. Ring, Division Chief	303.844.1630 (main)
Anaconda Job Corps Center William J. Case, Director	406.563.3476	W.I.C.S. Jo-Dawn Newlon, Director	303.893.5370
Boxelder Job Corps Center Dennis Jaeger, Director	605.348.3636	J.A.C.S. Kristen Mahlin , Director	303.837.1983
Clearfield Job Corps Center Dean Hoffman, Director	801.774.4000	Job Corps Alumni Association La. Donna Tramble, President	720.913.6032
Kicking Horse Job Corps Center Charles Camel, Director	406.644.2217	RCI John Osborne, Director	303.831.1525
Collbran Job Corps Center Gove Aker, Director	970.487.3576	DESI Tina Schmaus, Director	406.542.5752
Quentin Burdick Job Corps Center Lyn Dockter-Pinnick, Director	701.857.9600	North Dakota OA/CTS Rae Schobinger	701.857.9600
Trapper Creek Job Corps Center Jeanette Price, Director	406.821.3286	South Dakota OA/CTS Mark Anderson, Director	605.773.5017
Weber Basin Job Corps Center Bob Archer, Director	801.479.9806	Kicking Horse OA/CTS Charles Preumer	406.644.2217

CDSS Contact:

Gerard O'Hare
Program Manager
303.844.1630 x 15